SPECIAL EDUCATION DISTRICT PROFILE

Office of Special Education

November 2018

Missouri Department of Elementary and Secondary Education

Profile Location on MCDS

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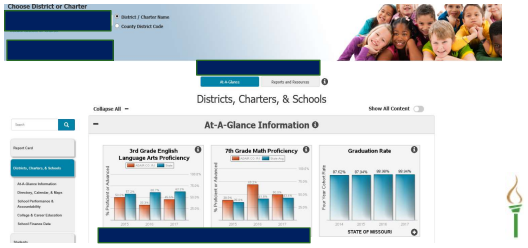
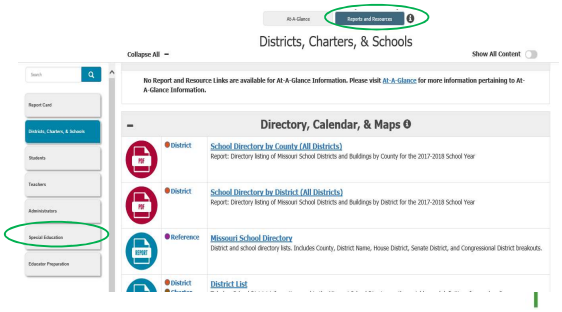
- Log into the Missouri Comprehensive Data System (MCDS) Portal
- Select your district name from the drop-down list and hit select
- Your screen should look similar to the following:

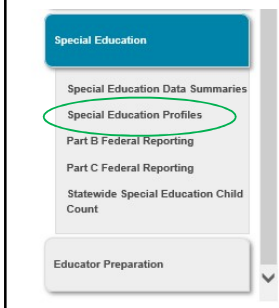


Special Education Section

3

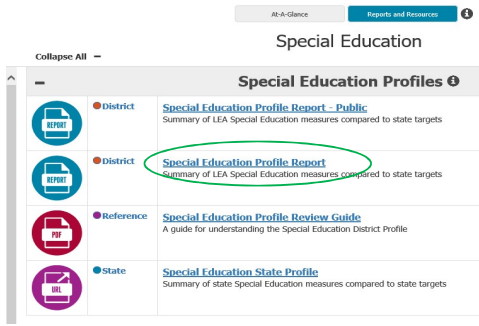


Special Education Profiles Link

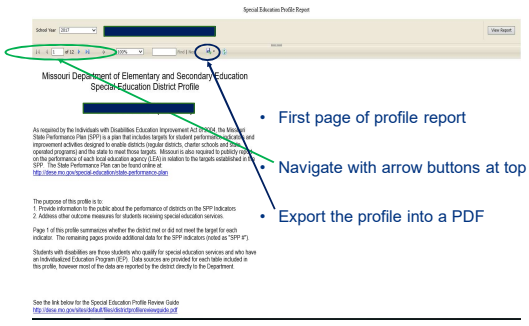


- Expanded Special Education menu
- Select Special Education Profiles

Link to Profile Report



Profile Report



- First page of profile report
- Navigate with arrow buttons at top
- Export the profile into a PDF

General Reporting Areas

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Early Childhood Special Education (ECSE) Data	Table A
Child Count & Educational Environment Data	Table B
Assessment Data	Table C
Evaluation Data	Table D
Parent Survey Data	Table E
Suspension/Expulsion Data	Table F
Secondary Transition Data	Table G

SPP Targets and District Status

8

- First page of profile
- Overview summary of Local Education Agency (LEA) performance
- Includes met/not met status for each State Performance Plan (SPP) Indicator

Table A1 – ECSE Child Count

9

- Early Childhood Special Education Child Count as of December 1
- **Data Source:** MOSIS December Student Core
- **Data Note:** Generally reported by the district providing services
- **What to Ask:**
  - What are our child find and referral processes?
  - What are our processes for determining eligibility?

Table A2 – ECSE Educational Environments (Ages 3-PK5)

10

- **SPP Indicator 6A:** ECSE children in regular early childhood program receiving majority of services in the regular early childhood program
- **SPP Indicator 6B:** ECSE children in special education separate class, school or residential setting
- **Data Source:** MOSIS December Student Core
- **Calculations:**
  - **Educational environment percentage** = (educational environment count / total ECSE child count) x 100

Table A2 – ECSE Educational Environments (Ages 3-PK5)

11

- **What to Ask:**
  - How do we determine placement?
  - How do we determine the educational environment?
  - Do we understand that the placement & educational environment are two separate concepts, required for different purposes?
  - How do we include IEP students in settings with nondisabled peers?
  - Are we considering the least restrictive placement for each student with an emphasis on providing services with non-disabled peers?

Table A3 – Transition from First Steps (Part C)

12

- **SPP Indicator 12:** Percent of children referred by First Steps prior to age 3 who are found eligible for ECSE, and who have an IEP developed and implemented by their third birthdays
- **Eligibility Requirement:** IEP in place prior to 3rd birthday
- **Data Source:** Special Education IMACS Self-Assessment
- **Calculations:**
  - **Percent developed within acceptable timelines** = (IEPs developed within acceptable timelines / number referred and eligible) x 100

Table A3 – Transition from First Steps (Part C)

13

- **What to Ask:**
  - Have we established a good working relationship with the First Steps System Point of Entry (SPOE) office for our area?
  - Are our processes clear on the timelines for transition from First Steps to ECSE?
  - Is there a designated person responsible for monitoring timelines for the LEA?
  - Do we have a clear understanding of the extremely limited reasons for which it is acceptable to not have the IEP developed by the third birthday?
  - If less than 100% compliance, have changes been made in procedures and practices to ensure full compliance?

Table A4 – Early Childhood Outcome (ECO) Data

14

- **SPP Indicator 7:** Percent of children in ECSE who demonstrated improved social-emotional skills, acquisition and use of knowledge skills, and use of appropriate behaviors to meet needs
- **Data Source:** MOSIS ECO data from the June Student Core
- **Calculations:**
  - **Outcomes Percentage** = (number in each outcome "bucket" for each outcome area / number of children exited from ECSE during reporting year) x 100
  - **Summary Statement 1** = Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time they exited = (outcome buckets c + d / Outcome buckets a + b + c + d) x 100
  - **Summary Statement 2** = Percent of children who were functioning within age expectations by the time they exited = (outcome buckets d + e / Outcome buckets a + b + c + d + e) x 100

Table A4 – ECO Data

15

- **What to Ask:**
  - Has the LEA been reporting the ECO data to DESE?
  - Have all ECSE staff been trained about ECO assessment procedures?
  - Is there a designated person responsible for ensuring that entry and exit assessments are conducted accurately & consistently?
  - How are ECO data used for program evaluation and improvement?

Table B1 – Child Count (5K-21) & Parentally-Placed Private School Students (PPPS)

16

- **Includes:** The number of students with IEPs or Services Plans as of December 1
- **Data Source:** MOSIS December Student Core
- **Calculations:**
  - **Incidence Rate for each Disability Category & Total** = (total child count / total student enrollment) x 100
- **What to Ask:**
  - Are our incidence rates comparable to the state rates?
  - If not, why is our total incidence rate high or low?
  - Why are incidence rates for particular disability categories high or low?
  - What are our pre-referral and referral processes?
  - What are our processes for determining eligibility?

Table B2 – Percent of Students by Race/Ethnicity

17

- **SPP Indicators 9 & 10:** Disproportionate representation in special education & disproportionate representation in specific disability categories
- **Data Sources:** MOSIS December Student Core (child count) and MOSIS October Student Core (enrollment)
- **Calculations:**
  - **Percent of Enrollment by Race** = (the number in each racial & ethnic category / total enrollment) x 100
  - **Percent of IEP Child Count by Race** = (the number in each racial & ethnic category / total child count) x 100
  - **Percent of Disability by Race (for each disability category)** = (the number in each racial & ethnic category / total child count in the disability category) x 100

Table B2 – Percent of Students by Race/Ethnicity

18

- **What to Ask:**
  - Are the percentages by race consistent across enrollment, total child count, and child count by disability category?
  - If no, what is contributing to the differences?
  - At what rate do we refer students for special education evaluation by race/ethnicity?
  - What are our processes for determining eligibility?

Table B3 – School-Age Educational Environments

19

- **SPP Indicator 5:** Percent of children with IEPs inside regular class 80% or more (5A), Percent of children with IEPs inside regular class less than 40% (5B), and Percent of children with IEPs served in separate settings (5C)
- **Data Source:** MOSIS December Student Core
- **Calculations:**
  - **Educational Environment Percentage** = (total number in educational environment / total school age special education child count) x 100

Table B3 – School-Age Educational Environments

20

- **What to Ask:**
  - How do we determine placement?
  - How do we include IEP students in general education classes?
  - Are we considering the least restrictive placement as part of the IEP process for each student as determined by the IEP team?
  - What co-teaching or other instructional models are available in the elementary, middle/junior high, and/or high school levels?
  - What general education classes use differentiated instruction?
  - What differentiated instruction strategies are being used in general education classrooms?

Table C – Missouri Assessment Program (MAP) Data

21

- IEP MAP & MAP-Alternate (MAP-A) participation and proficiency rates
- **Data Source:** MAP assessment data
- **SPP Indicator 3:** Participation rate for children with IEPs for English Language Arts and Mathematics (3B) & Proficiency rate for children with IEPs for English Language Arts and Mathematics (3C)
- **Calculations:**
  - **Participation Rate** = (reportable / accountable) x 100
  - **Percent Top Two** = (number of proficient + number of advanced) / (number of reportable) x 100

Table C – MAP Data

22

- **What to Ask:**
  - Why is our participation rate lower than 100%?
  - Why are percentages decreasing, static, or low?
  - Is the LEA following state guidelines for determining MAP-A eligibility?
  - What do the results by grade level imply?
  - How do assessment results relate to special education placements (percent of time spent in general education classrooms)?
  - How do IEP students access the general education curriculum?

Table D – Evaluation Data

23

- **SPP Indicator 11:** Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation
- **Data Source:** Special Education IMACS self assessment data
- **Calculation:**
  - **Percent with Acceptable Timelines** = (number within acceptable timelines / number evaluated) x 100

Table D – Evaluation Data

24

- **What to Ask:**
  - Are our processes clear on the timelines for initial evaluations?
  - Is there a designated person responsible for monitoring timelines for the LEA?
  - Do we have a clear understanding of the reasons for which it is acceptable to exceed the 60-day timeline?
  - If less than 100% compliance, have changes been made in procedures and practices to ensure full compliance?

Table E – Parent Survey Data

25

- **SPP Indicator 8:** Percent of parents who report that the school facilitated parent involvement as a means of improving services and results for children with disabilities
- **Data Source:** Special Education Parent Survey
  - The school encourages parents to be involved
  - My involvement in my child's education has improved his/her achievement
- **Calculation:**
  - **Schools Facilitated Parental Involvement Percent** = (number of parents with children with disabilities who agree or strongly agree / number of responses) x 100
- **What to Ask:**
  - How does the LEA encourage parental involvement?

Table F – Suspension/Expulsion Data

26

- Suspension/expulsion counts and removal rates for students with disabilities and non-disabled students
- **SPP Indicator 4:** Percent of districts with significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs (4A) and by race/ethnicity (4B)
- **Data Source:** MOSIS Discipline Incident file

Table F – Suspension/Expulsion Data

27

- **Calculations:**
  - **IEP Students Rate per 100 Students** = (number of IEP students with incidents reported / total child count excluding PPPS) x 100
  - **Non-IEP Students Rate per 100 Students** = (number of non-IEP students with incidents reported / total enrollment less child count) x 100
  - **IEP Incident Rate per 100 Students** = (number of incidents for IEP students / total child count excluding PPPS) x 100
  - **Non-IEP Incident Rate per 100 Students** = (number of incidents for non-IEP students / total enrollment less child count) x 100
  - **Ratio of IEP : non-IEP rate** = IEP rate per 100 students / non-IEP rate per 100 students

Table F – Suspension/Expulsion Data

28

- **What to Ask:**
  - Is the average number of incidents per IEP student consistent with non-IEP students?
  - What are our disciplinary policies?
  - Does the data suggest that some policies may have unintended effects?
  - How do discipline incident rates correlate with the dropout data of IEP students?
  - What behavioral intervention strategies are used, and are all LEA staff implementing them consistently?

Table G1 – Graduation and Dropout Data

29

- **SPP Indicators 1 & 2:** Percent of youth with IEPs graduating with regular diploma & percent of youth with IEPs dropping out
- **Data Source:** MOSIS June Student Enrollment and Attendance file
- **Data Sets:**
  - Graduation Data: Graduate counts by year of graduation. Includes G01 and G03 exit codes
  - Graduation Cohort Rates: 4-year and extended year graduation rates based on 9th grade cohorts. Includes only G01 graduates for 2018+
  - Dropout Data: Dropout counts and rates by year of exit.

Table G1 – Secondary Transition Data

30

- **Calculations:**
  - **4-year Graduation Rate** = (number in cohort graduating within 4 years / Special Education (IEP) cohort) x 100
  - **5-year Graduation Rate** = (number in cohort graduating within 5 years / Special Education (IEP) cohort) x 100
  - **6-year Graduation Rate** = (number in cohort graduating within 6 years / Special Education (IEP) cohort) x 100
  - **7-year Graduation Rate** = (number in cohort graduating within 7 years / Special Education (IEP) cohort) x 100
  - **Dropout Rate** = (number of IEP dropouts in grades 9-12 / total number of IEP students in grades 9-12) x 100

Table G1 – Secondary Transition Data

31

- **What to Ask:**
  - How do graduation and dropout rates compare to rates for nondisabled students and the state, and what is the trend?
  - Are we identifying students at-risk of dropping out and what programs and options are available to help at-risk students?
  - How do we keep IEP students engaged in learning?
  - What are our attendance policies and do some have unintended effects?
  - Do we understand which graduates should be coded as G03 instead of G01, and the implications of G03 reporting on our cohort graduation rate?

Table G2 – Secondary Transition Plans

32

- **SPP Indicator 13:** Percent of youth ages 16+ with IEPs that include:
  - appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment;
  - transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals;
  - and annual IEP goals related to the student's transition services needs
- **Data Source:** Student file reviews in IMACs self-assessment
- **Calculation:**
  - **Percent Met Requirements** = (number met requirements / number of transition IEPs reviewed) x 100

Table G2 – Secondary Transition Plans

33

- **What to Ask**
  - See questions for graduation/dropout rates
  - If less than 100%, have changes been made in procedures and practices to ensure full compliance?

Table G3 – Follow-up

34

- Follow-up on previous year's graduates and dropouts
- **SPP Indicator 14:** Percent of youth who had IEPs, are no longer in secondary school and who have been enrolled in higher education, employed competitively, enrolled in some other postsecondary education or training program, or in some other employment within one year of leaving high school.
- **Data Source:** MOSIS Graduate follow-up file

Table G3 – Follow-up

35

- **Calculations:**
  - **Enrolled in Higher Education** = (sum of (4-year and 2-year college where at least one term completed) / total graduates and dropouts) x 100
  - **Enrolled in higher education or competitively employed** = (sum of (4-year and 2-year college where at least one term completed and competitive employment for at least 20 hours per week for 90 days and military) / total graduates and dropouts) x 100
  - **Total Employed & Continuing Education** = (sum of (4-year, 2-year college or other postsecondary education where at least one term completed, employment for at least 20 hours per week for 90 days and military) / total graduates and dropouts) x 100

Table G3 – Follow-up

36

- **What to Ask:**
  - What career education or vocational classes are available to IEP students such as hands-on classes, exploratory type classes or work study classes?
  - What are the criteria for getting into a vocational or career technical schools? Are these criteria an impediment to IEP students?
  - How can we better conduct follow-up on dropouts?
  - What opportunities (skills, activities, classes, programs, etc.) leading to successful post-secondary outcomes do IEP students have access to before leaving high school?
  - What are our expectations for students with disabilities?
  - How do our percentages compare to those for the state?

Resources

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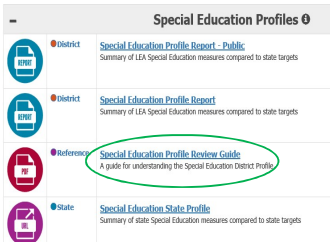
- Special Education Profile Review Guide
- Back in the MCDS portal under the Special Education/Special Education Profiles/Reports and Resources section



- Click the link circled at left
- This is a detailed guide to reviewing the special education profile report

Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

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SPECIAL EDUCATION DATA CONTACTS

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